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ABSTRACT

The effects of a peer counseling program on the elementary school level were studied to determine if positive relationships would promote personal and academic growth thereby increasing self-esteem and self-concept. The project was implemented in three phases: selection and training of 15 fourth and fifth grade students; implementation of special projects (counseling, tutoring, meeters and greeters, big brother/big sister); and evaluation. The 15 students were trained in the areas of facilitative responding, effective listening skills, helping characteristics, problem solving techniques, maintaining positive relationships, awareness of feelings, scheduling, and maintenance of logs. Evaluation included pre- and post-attitude surveys of students in grades one through five, a pre- and post- attitude towards other survey of the trainees, a skills and concept test to determine competency of facilitator skills, and informal observations and interviews with the helpers, helpees, and teachers. The results indicated increased self-esteem and self-concept of students in grades one, three, four, and five. The students trained to be peer counselors demonstrated significant increases in positive attitudes towards others. It was concluded that a peer counseling program on the elementary school level does promote personal and academic growth. (Appendices include pre- and post-attitude surveys, skills test, training materials and worksheets, and survey analyses.) (Author)

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PEER COUNSELING IN THE ELEMENTARY SCHOOL: PROMOTING PERSONAL AND ACADEMIC GROWTH THROUGH POSITIVE RELATIONSHIPS THEREBY INCREASING SELF-ESTEEM AND SELF-CONCEPT

by

DEBRA J. LIEBERMAN

A Practicum Report
submitted to the faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

The abstract of this report may be placed in a national database system for reference.

May, 1989

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed

ABSTRACT

Peer Counseling In The Elementary School: Promoting Personal And Academic Growth Through Positive Relationships Thereby Increasing Self-Esteem and Self-Concept.
Lieberman, Debra J., 1989: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Peer Counseling/Peer Influence/Helping Relationship/Self-Concept/Self-Esteem/Self-Actualization/ Discipline/Behavior Problems/Attitudes/Elementary Education/Peer Facilitator/Elementary School/Peer Helpers/

The effects of a peer counseling program on the elementary school level was studied to determine if positive relationships would promote personal and academic growth thereby increasing self-esteem and self-concept. The project was implemented in three phases: selection and training of 15 fourth and fifth grade students, implementation of special projects (i.e., counseling, tutoring, meeters and greeters, big brother/big sister), and evaluation. The 15 students were trained in the areas of facilitative responding, effective listening skills, helping characteristics, problem solving techniques, maintaining positive relationships, awareness of feelings, scheduling, and maintenance of logs. Evaluation included pre and post attitude surveys of students in grades one through five, a pre and post attitude towards other survey (Myrick and Bowman, 1981) of the trainees, a skills and concept test to determine competency of facilitator skills, and informal observations and interviews with the helpers, helpees, and teachers. The results indicated increased self-esteem and self-concept of students in grades one, three, four and five. The students trained to be peer counselors demonstrated significant increases in positive attitudes towards others. It was concluded that a peer counseling program on the elementary school level does promote personal and academic growth. Appendices include pre and post attitude surveys, skills test, training materials and worksheets, and survey analyses.

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Practicum Title Peer Counseling in the Elementary School: Promoting Personal and Academic Growth Through Positive Relationships Thereby Increasing Self-Esteem and Self-concept

Student's Name Debra Lieberman

Program Site Fort Lauderdale Date May 4, 1989

Observer's Name Frank M. Schachner Frank M. Schachner
(please print---------and sign)

Observer's position Principal Phone # 926-0870

Observer's comment on impact of the project (handwritten):

The peer counseling program had a positive impact school-wide. The peer counselors had a more than adequate job helping other students

CHAPTER I

Purpose

The school at which this practicum was implemented is located in the southeast section of Broward County on a ten acre site approximately two miles from the center of downtown Hollywood. Operating on a budget of $1,478,217 this school is considered to be a neighborhood school to which the majority of the children walk. There is one school bus which transports six students. Built in 1952 with a cafeteria and primary wing added in 1953 and 1959 respectively, the school is now slated for renovation to begin in the fall of 1989. Currently, the school consists of 20 self-contained classrooms, one varying exceptionalities resource class, a Chapter I laboratory, a computer laboratory, a music room, an art room, a speech and language center, and a media center.

There are 20 full time classroom teachers, six full time support professionals, four part time specialists, two administrators, seven paraprofessionals, three custodial staff, four cafeteria employees, one bookkeeper, and one secretary/registrar. This school was designated a Performance Improvement Program (PIP) school in 1987 which affords it a full time community liaison, a social worker/ visiting teacher (one full day weekly), and a psychologist

for two full days.

Based on the October, 1988 Full Time Equivalency (FTE) count, the student population is 549. The ethnic breakdown of the population reveals 430 blacks, 58 Caucasians, 52 Hispanics, and 9 Asians. As evidenced by the number of free and reduced lunches, 72 percent of the students, the majority of this school's population, falls within the low socioeconomic status. It is significant to note that the changing composition of this school has created a transient population. A review of the Southern Association of Colleges and Schools (SACS) Self-Study (1982-1983), the SACS Five-year Interim Review (1987-1988), and the October, 1988 FTE count for this school, substantiates this noted change. See Table I.

Table I
Change of Ethnic Composition

Composition	1982-1983	1986-1987	Percentage Increase/ Decrease	FTE October 1988
Caucasian	33.0%	14.7%	-47.6%	10.1%
Black	61.7%	76.0%	+31.9%	78.3%
Asian	2.9%	1.2%	-53.8%	1.6%
Hispanic	2.3%	8.2%	+76.2%	9.5%

Further research of enrollment, transfer and attendance records indicate that over 50 percent of the fifth grade students attended more than one school during their

first six years of education. The high mobility rate seems to be related to the following factors: need for more affordable housing, need to locate employment, and the racially changing neighborhood. A large number of the students reside in one-parent families, with grandparents, and in foster homes.

Parental involvement has significantly decreased through the years as evidenced by the declining membership in the Parent Teacher Association (PTA), the fact that half the PTA board is now comprised of faculty members, and this author is Coordinator for the Volunteers Assisting Students and Teachers Program which is generally a responsibility of a parent volunteer. There are only two parents who volunteer their time on a steady basis.

This researcher joined the faculty of this school at the start of the 1988-1989 school year. Working in the position of guidance counselor, she is the recipient of all referrals from teachers, administrators, and parents, for reasons including, but not limited to: discipline/behavior, academic performance, motivation, coping skills, testing, problem-solving, social skills, and suspected child abuse/neglect. This researcher conducted classroom observations (formal and informal), interviewed teachers (Appendix A), spoke with parents, administered an attitude survey to students in grades one through five (Appendix B),

and examined records of academic performance, attendance, and discipline/behavior referrals.

It became evident that a problem exists in the area of student motivation and behavior. Based on the aforementioned needs assessment, the problem exists that 51 percent of the students at this school are slow learners (Intelligent quotients fall within the 70-89 range), students lack motivation, and/or demonstrate disruptive classroom behavior (i.e., disrespect, lack of cooperation, aggressive behavior). As documented by the results of the attitude survey (Appendix C) created and administered by this researcher, the average percentage of positively stated responses of the 380 students surveyed, was 67 percent. See Table II on page five.

The average of negatively stated responses was 33 percent. This researcher believes that 100 percent of the students surveyed should demonstrate a high self-esteem and good self-concept. There needed to be a 50 percent increase in positively stated responses so that the post survey results show 100 percent of the students in grades one through five demonstrate high self-esteem and good self-concept. Therefore, the goal of this researcher in implementing the study was to improve the self-esteem and self-concept of students in grades one through five thereby increasing their level of motivation and positive behaviors.

Table II

Percentage of Positively Stated Responses

	Percent by grade level				
Item #	1	2	3	4	5
1	67	56	35	45	49
2	61	61	67	75	71
3	77	80	72	75	60
4	78	72	63	56	54
5	86	90	82	95	78
6	79	85	76	87	77
7	78	93	77	89	90
8	72	85	75	87	80
9	71	69	72	50	71
10	76	80	80	75	61
11	63	49	52	58	63
12	32	27	39	39	52
13	64	67	51	62	65
14	68	67	60	56	60
15	67	66	63	47	56
Total Average Per Grade Level	69	70	64	66	66

CHAPTER II

Research and Solution Strategy

Peer counseling is a program which evolved from a national movement in the 1970's. It is a highly recognized program which trains students to help other students with personal problems. These include but are not limited to divorce, siblings, new lifestyles, self-concept, weight, friendship skills, and school problems. After a thorough search of the Education Resources Information Center (ERIC) and the shelves of voluminous journals at three professional libraries, this researcher arrived at the conclusion that although there are myriads of information available regarding middle and high school peer counseling programs, there is a diminutive amount of literature on the relativity of peer counseling to elementary students. Ergo, this researcher posits, perhaps the time has arrived for elementary school developmental guidance programs to incorporate peer counseling into their curricula.

Schools consist of emotional beings: children who want to belong, who thrive on camaraderie, who are tremendously influenced by peer pressure. Since peer pressure can be so powerfully effective, why not use it in an advantageous manner?

According to Farrell (1985), California is a leader in the nation in implementing the concept of peer counseling. As evidenced by the research, it would appear that this is a true statement. In 1971, Hamburg and Varenhorst, in conjunction with the Palo Alto School District and Stanford University, developed a peer counseling program in the Palo Alto high schools to deal with youngsters who were feeling alienated from the school environment. The article printed in 1972 in the American Journal of Orthopsychiatry reports that not only did this successful program receive national attention, it also sparked the development of systematic training programs for youngsters. In 1973, the Watsonville, California school district developed a federally-funded program called HOLD (Help Overcome Learner Dropout) which was targeted towards students who were traditionally dropping out of school. The results indicated that, "The district was able to boast upwards of 70% effectiveness among the students with whom they intervened, some of whom were hard core dropouts. Thousands of dollars were saved...and the Watsonville HOLD project became a model peer counseling program for other institutions."

Kern and Kirby (1971) were among the first to research the effectiveness of trained peer helpers on the elementary level. Briefly, they selected students who were

relatively free from adjustment problems and trained them in understanding behavior, changing behavior, and learning the role of peer helpers. Following an Adlerian model, the peer helpers were taught to encourage positive behavior in other students and were each assigned to groups of poorly adjusted fifth grade students. Kern and Kirby concluded, "Peers can assist the counselor to work more effectively with children who have adjustment problems. Elementary school counselors may be overlooking a potent force by not utilizing peers in group counseling in a more systematic fashion."

Mastroianni and Dinkmeyer (1980) selected fifth grade students for training as peer helpers based upon their willingness to devote the time for training and their interest in helping other students. The training sessions focused upon getting acquainted, reflective listening, recognizing strengths, exploring alternatives, reviewing facilitative skills, I-messages, and practicing group leadership skills. Their conclusion was that a peer counseling program can provide an opportunity for students "...to gain confidence and abilities and thus learn to feel significant in socially useful ways."

In 1981, Myrick and Bowman co-authored Children Helping Children: Teaching Students To Become Friendly

Helpers and its companion book Becoming a Friendly Helper: A Handbook For Student Facilitators in an effort to "...offer an organized program in which children become more effective helpers with each other." These two books, the first of their kind for elementary students, "...help young people to communicate more effectively, solve problems and make decisions more efficiently, and assume more responsibility for their actions. In a sense, it is a leadership program in which students help build a positive learning atmosphere for themselves and others."

Middleton, Zollinger and Keene (1986) studied fifth and sixth grade students utilizing control and experimental groups, providing instruction and treatment, and administering a pre- and posttest assessment. They concluded "...that popular students can be effectively directed to enhance the acceptance of socially neglected children...In respect to broad educational applicability, a peer mediated approach with socially neglected students offers an alternative to the traditional one-on-one session with an adult."

According to McCann (1975), a peer counselor training program on the elementary school level fosters the development of skills relating to emotional growth

and positive interpersonal relationships.

The common theme throughout the literature is that the concept of peer helping is as old as humankind conducted in informal configurations (i.e., family, church, workplace, and other social arenas). New lifestyles brought about by significant emerging societal trends and the need for individuals to learn how to adjust to these changes, has inspired the concept of peer counseling (i.e., Alcoholics Anonymous, Rape Hotline, Planned Parenthood, school peer counseling centers). Peer counseling should be considered both a prevention measure and an intervention alternative. Regardless of what the peer counselors in a school program are called, grade level inconsequential, their objectives are the same: to promote personal and academic growth through positive relationships. Myrick and Bowman (1987) studied the effects of an elementary school peer helper program on children with behavior problems and found that the peer facilitators were effective in helping these students improve their classroom behaviors and school attitudes.

This researcher believes that the position statement made by the American School Counselor Association (ASCA),the largest professional organization of school

counselors at all levels, in support of the concept of peer counseling for the secondary schools, unknowingly includes elementary schools. The position statement (ASCA Newsletter, 1979) concluded:

> It is imperative that all Guidance and Counseling Departments in the school plan, initiate and implement a peer counseling program. Well-trained peer counselors can have a positive effect on students that no one else can provide. Students sometimes relate and accept alternative patterns of behavior from peers who are struggling with similar feelings and problems. Peer counselors can create a tremendous positive impact on the student population.

The solution strategy this researcher proposed in an effort to achieve the stated outcome was to establish a peer counseling program at this elementary school.

CHAPTER III

Method

The preparation, implementation and evaluation of this practicum was completed in four phases. The first phase was the selection of the trainees which included (a) solicitation of recommendations from the teachers in grades four and five on the basis of communication skills, leadership characteristics, and ability levels (Appendix D), (b) inviting the students to participate in an interview with the peer counseling coordinator (this researcher), (c) reviewing the gathered information about the selectees with the principal and classroom teachers, (d) sending the 15 selected trainees an acceptance letter (Appendix E), (e) securing parent permission (Appendix F), and (f) signing a commitment contract between student, classroom teacher, and peer coordinator (Appendix G).

Phase two involved the actual training of the 15 peer counselors. There were eight training sessions held for a period of 60 minutes each once weekly which included (a) helping characteristics, (b) effective listening skills and facilitative responding, (c) problem solving techniques, (d) maintaining positive relationships, (e) awareness of feelings, (f) maintenance of logs and other records, (g) scheduling,

and (h) development of projects. Each session allowed for warm up activity, content presentation, sharing and discussion, and follow up assignment.

The specific training content is described below and on the following pages in the format of the weekly training agendas.

Week One - Introduction

I. Introduction - What is peer counseling? Discuss synonymous terms. Read and discuss the handbook (Appendix H).

II. Commitment letter - hand out and discuss.

III. Attitude Toward Others Survey (Appendix I)

IV. Assignment - Read handbook and obtain necessary signatures on commitment letter.

Week Two - Helpers and Helpees

I. Collect commitment letters.

II. Warm up activity - Friendship means a lot of things to different people. Let's go around the table and everyone will have a chance to tell us what they look for in a friend and what they think makes a good friend.

III. Read the story of Sam aloud. Discussion to include what happened in the story, how did the peer counselor help Sam, what does

it mean to be a facilitator, and the fact that everyone has problems or conflicts at one time or another. A friendly helper can assist people to make responsbile decisions. 14

IV. Who needs help? Everyone at one time or another. List responses on chart paper.

V. Who are the helpers? Handout list of people (Appendix J).

VI. Feeling Words Search - Handout (Appendix K)

VII. Assignment - Look up the meaning for each of the following words and be prepared to discuss next week: caring, accepting, understanding, and trustworthy.

Week Three - Helping Characteristics and Careful Listening

I. Warm up activity - discuss experiences with people who need help.

II. Helping Characteristics -

Caring - taking interest and getting involved

Accepting - accepting people for what they are as human beings and different from us

Understanding - being able to see things from another person's point of view

Trustworthy - respecting the rights and privacy of someone

III. Review Activity - Index cards with questions 15

IV. Being a Careful Listener - Listening is more than just hearing words. Being a careful listener is a very important skill for learning. It is necessary for making and keeping friends, succeeding in school, and being an effective helper. To listen carefully you must keep four things in mind:

1. Look at the person who is talking. Good eye contact shows caring.
2. Pay attention to the other person's words (main ideas, key words).
3. Be aware of the other person's feelings (pleasant/unpleasant).
4. Say something that shows you are listening. Show that you are understanding and interested by telling what was heard.

V. Activity - Role playing using cards with scenarios to practice listening and responding to feelings.

VI. Assignment - practice listening skills

Week Four - Facilitative Responding

I. Warm up activity - pair students off in twos.

Each person asks two questions of the other person, in turn. You have the right to pass on any question. After all questions have been asked and answered each student will take one minute to summarize what they learned about the other person.

II. Review activity - Fill-in-the-blanks handout on listening skills (Appendix L)

III. Facilitative Responses - responding in a helpful way.

A. Open-ended questions

1. What, when, where, why, how, describe, explain, etc.

2. Examples - What do you like best about school? How do you get along with your sister? Tell me about your study techniques.

3. Avoid closed questions - they require only a YES or NO answer (give examples).

4. Activity - read aloud stories and ask trainees to respond with open-ended questions or feeling statements.

B. Clarifying

1. Clarifying tends to focus on one idea and might be used when a counselor is unsure about something that the person said.

2. Examples

a. "Correct me if I'm wrong, but I think what you are saying is that your parents want you to get good grades more than you want to."

b. "Let me see if I am following you. You said that you were going to change school next week?"

C. Summarizing Ideas

1. Summarizing is intended to bring everything that has been said together. You collect important ideas that begin to emerge and you center them for discussion.

2. Example - "Let's see. We have two things that concern you. First it is whether or not to have a party and second is whether or not to invite Susie."

IV. Activity - Sitting in a circle one person briefly describes something that happened to them at home or school. Person on left clarifies what was said, then person on right summarizes what was said. Go around the circle until everyone has an opportunity to tell a story and to respond to others.

V. Assignments 18

A. Practice facilitative responding using open-ended questions, clarifying, and summarizing.

B. Complete the listening skills worksheet (Appendix M) and bring it next week for discussion.

Week Five - Feeling-focused Responding

I. Warm up activity - Sit in a circle. Volunteer starts by telling a brief story about something that has happened at home or school. Beginning with person on left, go around the circle giving each person a chance to ask the volunteer either an open or closed question about what was said. The story teller tells the group what type of question was asked.

II. Review activity - Read stories of Tasha and Jermaine (on index cards) and ask trainees to respond using any facilitative response they choose and at the same time to remember to focus on feelings.

III. Discussion - Review assignment from week four (listening).

IV. Feeling-focused responding - This is a very important skill in listening. It is the most

effective skill you can use to let others know you are really listening and trying to understand them. It focuses upon what the person is feeling. It is one of the difficult skills to master.

V. Activity - Pass the Elephant (to develop listening skills and afford opportunity to practice listening skills).

A. Students sit in circle and the one member who is holding the elephant may speak. They make a few statements about a recent experience.

B. The elephant is passed to another person in the group who makes a response (type to be specified by facilitator).

C. Group discusses the response and brainstorms other responses that could also be appropriate.

D. Continue in this manner until everyone has a chance to be the storyteller and responder or until skill is mastered by all.

E. Discussion - Which of the helping responses needs more practice? How did you feel when you were given the elephant to respond? How did passing the elephant effect the group's listening? How could this activity be used in a helping project?

VI. Review Activity - Three Helpful Responses Worksheet (Appendix N)

A. Number one - "How will you earn the money to buy it?

B. Number two - "John, you sound really disappointed."

C. Number three - "Correct me if I am wrong, but I heard you saying that you have a difficult time keeping friends."

D. Number four - "You said two key things about yourself Jose. You want to try out for the team, but your parents aren't sure you should play football."

E. Number five - "You sound excited about this field trip."

F. Number six - "Tell me about what happened in school today."

VII. Assignment - Make feelings collage and bring in next week for discussion. See instructions (Appendix O).

Week Six - Review and Planning Projects

I. Warm up activity - Role playing to practice facilitative responding (envelope with situation cards).

II. Discussion - Share collages and discuss pleasant and unpleasant types of feelings.

III. Review activity - Use question/siuation cards. 21

IV. Activity - Make peer counselor buttons to be worn when doing projects.

V. Assignment - Be aware of problems that arise this week and write down at least one and how you handled it. Bring it for discussion next week.

Week Seven - Problem Solving Techniques

I. Warm up activity - Share problems that arose during the week and how they were handled. Brainstorm new solutions.

II. A problem is something that happens that makes you feel uneasy. It is a challenge that one must face and cope with. Everyone has problems including parents and teachers. It is natural for people of all ages and walks of life to be concerned about things and other people. Even people who always seem to be happy have problems. Some problems seem very easy to solve while others are very difficult to deal with. (Give examples of problems.)

III. The IDEAL Problem Solving Technique - a five step model that works (Appendix P).

A. Identify the Problem - what is the problem?

B. Describe the possible solutions - what can

you try?

C. Evaluate the Different Possibilities - what would happen in each situation? Which possible solution strategy seems to be the best?

D. Act Out Your Plan - put your solution into action and see what happens.

E. Learn - if the solution worked remember to use it again with a similar situation. If your chosen solution did not give you the results you expected learn from the experience. What went wrong? What can you do differently next time?

IV. Activity - Role play problem solving using the IDEAL method. Use situations that trainees provide.

V. IDEAL Maze Worksheet (Appendix Q)

VI. Hand out permission letters (Appendix R) to stay after school for tutoring. Schedule days and times for counseling in the cafeteria and tutoring in the media center.

VII. Assignments

A. Obtain parent signature on letter and bring it back next week.

B. Help Kevin solve his problem (Appendix S).

Week Eight - Giving Feedback

I. Warm up activity - Compliments

Sit in a circle. Facilitator starts by explaining and giving examples of compliments. Each trainee gets a piece of paper titled Compliments (Appendix T) which they fold in half, lengthwise, like a book and put their name at the top. When facilitator says, "Pass," trainees pass their paper to the person on their left. Everyone writes a compliment on the paper they are holding. Be specific to the person whose name is on the paper. When trainees receive their own papers the process is complete. Open compliment books and read all the compliments. Share and discuss compliments, feelings experienced from receiving compliments and how it felt to give compliments.

II. Giving Feedback - People like to know if what they are doing is right or wrong, good or bad. They want to know what you think about them and what they are doing. You provide them with feedback which can be in the form of complimenting or confronting. The term feedback actually comes from science. Scientists need

feedback to tell them if they are on target. They use machines to tell them when they are right or wrong. Human beings need feedback and provide feedback. When an infant cries and an adult smiles and coos at them the baby will generally stop crying. That is feedback to the adult that lets them know the baby just needed some attention. However, if the baby continues to cry he is giving the adult feedback that something else is needed, perhaps a diaper change or a bottle. There are three basic things to remember about giving feedback. (Handout - Appendix U)

A. Be very specific about what you see and hear.

B. Tell exactly what you are feeling.

C. Tell what your feelings make you want to do.

D. Example of giving feedback using the I-message - "John, when you tell me that you do not want to play with me, I feel rejected and I do not like it. I feel that I need to find new friends."

III. Activity - role play giving feedback in pantomime. Use the following situations: being angry at something, sneaking up on

someone, laughing at a situation, being surprised, and being lonely and then approached by a friendly perosn.

IV. Assignment - Respond to each situation on handout (Appendix V) using either facilitative responding, problem solving, or the feedback model.

Upon completion of the formal training, the peer counselors commenced their special projects. Weekly meetings continued each Friday to provide the opportunity for feedback, assistance as needed from the coordinator, fine tuning of skills, evaluating the program and making necessary changes.

The first project was Cafeteria Counseling Hour (11:00 - 12:00 daily). Each peer counselor was assigned a one half hour period one day weekly. A table was designated in the cafeteria for peer counseling. A poster sign was made and displayed on the cafeteria bulletin board (Appendix W) alongside of which were the sign-up sheets (Appendix X) for students in need of assistance. Upon entering the cafeteria, the assigned peer counselor checked the sign-up sheet and proceeded to take the next student on the list. They initialed next to the student's name so that the next

counselor knew the student was already seen. During the first week of implementation of this project, daily announcements were made on the public announcement system (PA). In addition, the peer counselor coordinator made daily announcements in the cafeteria. One problem that surfaced with this project is that some students placed their names on the sign-up sheet for reasons other than those intended. The peer counselors brainstormed ideas and came up with the solution of making an announcement on the PA every Monday morning reminding students of the purpose and availability of the peer counselors in the cafeteria. Based upon the fact that the sign-up lists became shorter and each student that a peer counselor approached truly needed to talk with someone, the reminder announcements solved the problem. Due to the time period, the only students logistically able to take advantage of this service were students in grades two through five.

The second project embarked upon was Peer Tutoring in the Media Center. Twelve of the peer counselors were assigned a one half hour period (2:00 - 2:30) one day weekly (Monday, Tuesday or Wednesday) during which time they were avilable for tutorial services. Daily announcements were made on the PA to introduce the program and then to remind students that the service was available.

Two logs were maintained in the media center, a sign-up sheet (Appendix Y) for students requesting services and a sign-in sheet (Appendix Z) for peer counselors. This project was successful in that there was a steady flow of students requesting and receiving services. Teachers, parents and students themselves requested time for tutorial services.

The third ongoing project is that of Meeting and Greeting. There have been several occassions whereby guests visited the school for a variety of reasons. The peer counselors were organized to greet visitors and escort them to their destination which sometimes included a tour of the site. The positive feedback from the guests substantiates the success of this project. In addition, several peer counselors have been assigned to new students to help integrate them to the school environment. They provided orientation and friendship to the new students.

A fourth ongoing project, Big Brother/Big Sister was implemented which provides indidvidual attention to those students in need of a more focused and involved relationship. Teachers of students in kindergarten and first grade made referrals and peer counselors were matched with these students based upon their needs and

the counselor's skills. Several students in need of a special friend now have one.

During the course of implementation, two trainees had to be dismissed from the program. They were not completing their class assignments, nor did they follow the class rules and their behavior prevented them from serving as model students. Both the classroom teacher and the coordinator counseled with these students and they were both given the opportunity to improve their behavior and adhere to their commitments. Unfortunately they both chose to continue behaving in a negative manner and a dismissal conference was held with each of them.

The third phase of this practicum was evaluation which was conducted during and after implementation. During the implementation phase, there was constant dialogue and feedback with the peer counselors to insure the success of the projects. Overall, the peer counselors demonstrated better self-concepts as evidenced by their mannerisms, enthusiasm with which they approached the projects, and their eagerness to help others. When conflicts arose, the counselors discussed the situations and resolved the problems using the problem solving skills they acquired. Appropriate modifications were made as described earlier in this chapter.

This researcher was concerned with assessing four areas: development of self-esteem and self-concept, the acquisition of facilitator skills, effectiveness with others, and the general effect throughout the school. Therefore, she chose to utilize pre and post attitude surveys with the trainees, a content test to determine competency of facilitator skills, a pre and post attitude survey of all students in grades one through five, and informal observations and interviews with the helpers, helpees and teachers.

The 18 item Attitude Towards Others Survey (Appendix I adapted from Myrick and Bowman, 1981) was administered during the first week of training and again during a feedback session (after training but during implementation of projects). The results (Table III on page 30) indicate a ten percent increase in positively stated responses by the trainees.

According to the concept and skills test (Appendix AA), developed and administered by the coordinator, the trainees acquired the knowledge necessary to accomplish their tasks. See Table IV on page 30. It is evident from the results of both the survey and the test, that the training accomplished the goals that were established. The trainees developed the ability and the positive attitude to effectively work with other students.

Table III

Attitude Towards Others Survey

Positively Stated Responses

Item #	Pre-Survey	Post-Survey
1	87	58
2	100	100
3	73	100
4	87	100
5	73	100
6	93	100
7	73	50
8	100	100
9	100	100
10	80	83
11	93	100
12	67	83
13	93	100
14	100	100
15	87	83
16	100	100
17	93	100
18	93	100
Total Average Percentage of Positively Stated Responses	84	92

Table IV

Facilitator Skills Test

Number of Items Correct out of 21	Score	Number of Trainees
21	100	1
20	95	1
19	90	5
18	86	1
17	81	2
16	76	2

This researcher proposed that there would be a 50 percent increase in positively stated responses on the pre and post attitude survey administered to students in grades one through five. Table V displays the results of the post survey (Appendix BB).

Table V

Percentage of Positively Stated Responses

	Percent by grade level				
Item #	1	2	3	4	5
1	71	44	57	34	30
2	98	63	77	82	86
3	99	65	60	77	83
4	99	59	64	73	70
5	99	77	77	94	82
6	99	83	80	88	82
7	95	73	89	88	91
8	96	67	85	97	88
9	98	62	59	74	75
10	98	50	71	85	87
11	89	49	73	76	58
12	94	36	50	61	52
13	92	46	60	74	65
14	97	67	83	71	69
15	94	69	71	71	58
Total Average Per Grade Level	95	61	70	76	72

A comparison between the pre and post survey results reveals that the outcome objective stated above was not achieved. On the pre survey, the total average of positively

stated responses was 67 percent. On the post survey, the total average of positively stated responses was 75 percent. This is an increase of 12 percent as opposed to the expected 50 percent increase.

In an effort to obtain further information on peer counseling programs, this researcher attended the Florida Association for Counseling and Development Annual Conference in November, 1988. In addition, she contacted the peer counseling coordinators at both the middle and high schools that this elementary school feeds into. Some novel ideas that were shared, henceforth, included in this practicum, were utilizing peers for orientation of new students during the course of the school year and maintenance of logs for an audit trail.

CHAPTER IV

Results

The specified outcome objectives of this project were partially achieved. The goal was to improve self-esteem and self-concept thereby increasing levels of motivation and positive behaviors of students in grades one through five. It was expected that there would be a 50 percent increase in positively stated responses as measured by the pre and post attitude surveys. The pre survey total average was 67 percent and the post survey total average was 75 percent which represents an increase of 12 percent. Although it is lower than the expected 50 percent, it does represent an increase nevertheless. Therefore, this researcher confidently states that there was an overall improvement in self-esteem and self-concept of students in grades one through five.

Further examination of the results, by grade level, reveals that the first grade students experienced the most significant change. Their average increased from 69 percent to 95 percent, an increase of 26 percent. The second most signifcant change occurred in fourth grade as evidenced by an increase from 66 percent to 76 percent, a 15 percent increase. Third and fifth grade averages

both increased by nine percent, 70 percent up from 61 percent amd 72 percent up from 66 percent, respectively. Unfortunately, the second grade students demonstrated a decrease in self-esteem and self-concept as documented by a decrease of 14 percent, 70 percent down to 61 percent.

There are several intervening variables that might have had positive and negative effects on the outcome. The pre survey was administered to 380 students whereas the post survey was administered to 433 students. There was an influx of new students, an exodus of students, and a handful of students who left and returned during the course of implementation. As stated in Chapter I of this final report, the student population at this school is extremely transient. Therefore, the students surveyed (pre and post) were not the identical subjects. In addition, there were significant faculty changes. One second grade teacher transferred to another school and her replacement, a completely different personality, uses different behavioral techniques, communication, and interaction skills with the students. Regrettably, the students have had difficulty adjusting to the change. Another second grade teacher is experiencing burn-out which has consequently affected her students.

The program received the most support and utilization thereof, from the teachers of grades one, four, three and five respectively. This might account for the differences between their survey results and those of second grade.

Reflectively speaking, administering the post survey during the week of report cards and notification of retentions and summer school recommendations, was less than favorable timing. The majority of the student population, predominantly students of low to low average ability, reacts negatively to report cards. This observation was made each quarter.

The overall support of the administration and faculty was superb. There was a general tone of enthusiasm and interest when this new program was presented at a faculty meeting. Throughout implementation, teachers referred students for peer helper services either to the coordinator or directly to the peer counselors themselves during Cafeteria Counseling Hour and Peer Tutoring in the Media Center.

Perhaps this researcher had unreasonable expectations setting a goal of 50 percent increase in positively stated responses. Conceivably, a 10 or 15 percent increase would have been easier to attain.

CHAPTER V

Recommendations

Considering the overall positive effect this program had on the school population, this researcher strongly recommends implementation of peer counseling programs at the elementary school level. To implement and manage an effective program, however, the guidance department would need to have sufficient staff. This is an extremely time consuming project. Indubitably, it can be implemented in varying degrees. For example, a counselor could feasibly train students for one or two special projects (i.e., counseling, tutoring, orientation) as opposed to the entire scope that this researcher endeavored.

There are limited resources, training programs and in-service education available in the area of elementary school peer counseling. This researcher believes it is feasible and realistic to initiate such training for guidance counselors. In fact, looking toward the near future, this researcher plans on presenting this practicum at a Broward County elementary school counselor in-service training. In addition, plans are in process for presentation of this practicum at the annual conference of the Florida Association for Counseling and Development.

Reference List

American School Counselor Association. "Peer Counseling." ASCA Newsletter, April 1, 1979, Vol. 16(2&3), pp. 12-13.

Bowman, R.P., & Myrick, R.D. "Effects Of An Elementary School Peer Facilitator Program On Children With Behavior Problems." School Counselor. May, 1987, Vol. 34(5), pp.369-378.

Farrell, Mary C. "Peer Counseling: A Concept Whose Time Has Come." The Guidance Clinic. October, 1985, pp.11-14.

Hamburg, B.A., & Varenhorst, B.B. "Peer Counseling In The Secondary Schools: A Community Mental Health Project For Youth." American Journal of Orthopsychiatry. 1972, Vol. 42, pp.566-581.

Kern, R., & Kirby, J. "Utilizing Peer Helper Influence In Group Counseling." Elementary School Guidance and Counseling. 1971, Vol. 6(2), pp.70-75.

Mastroianni, M., & Dinkmeyer, D. "Developing An Interest In Others Through Peer Facilitation." Elementary School Guidance and Counseling. 1980, Vol. 14(3), pp.214-221.

McCann, Barbara G. "Peer Counseling: An Approach To Psychological Education." Elementary School Guidance and Counseling. March, 1975, Vol. 9(3), pp.180-187.

Middleton, Helen, Jake Zollinger, and Richard Keene. "Popular Peers As Change Agents for the Socially Neglected Child In The Classroom." Journal of School Psychology. 1986, Vol. 24, pp.343-350.

Myrick, R.D., & Bowman, R.P. Becoming A Friendly Helper: A Handbook For Student Facilitators. Minneapolis: Educational Media, 1981.

Myrick, R.D., & Bwoman, R.P. Children Helping Children: Teaching Students To Become Friendly Helpers. Minneapolis: Educational Media, 1981.

Strain, P.S. The Utilization Of Classroom Peers As Behavior Change Agents. New York: Plenum Press, 1981.

ANNOTATED BIBLIOGRAPHY

Effectiveness of Peer Counseling Programs

Bowman, R.P. and R.D. Myrick. "Effects of an Elementary School Peer Facilitator Program on Children With Behavior Problems," School Counselor. May, 1987, Vol. 34(5), pp.369-378.

This article discusses the results of the study conducted on the effects of a peer counseling program for elementary school students. The authors found that while attitudes and self-concepts of fifth-graders trained as facilitators did not change significantly, the peer facilitators were effective in helping second and third graders improve their classroom behaviors and school attitudes.

Farrell, Mary C. "Peer Counseling: A Concept Whose Time Has Come," The Guidance Clinic. October, 1985, pp.11-14.

This article presents various peer counseling programs implemented in California school districts. The author discusses the importance of peer counseling programs and suggests ways in which to begin a peer counseling program.

Hamburg, B.A. and B.B. Varenhorst. "Peer Counseling In The Secondary Schools: A Community Mental Health Project For Youth," American Journal of Orthopsychiatry. 1972, Vol. 42, pp.566-581.

The authors present the results of a peer counseling program that was implemented in the Palo Alto high schools in 1971 to deal with youngsters who were feeling alienated

from the school environment. This program was the result of a unified effort on the Mental Health Association, Stanford University, and the Palo Alto School District. The results of the program received national attention and was instrumental in sparking the development of systematic training programs for youngsters.

Kern, R. and J. Kirby. "Utilizing Peer Helper Influence In Group Counseling," Elementary School Guidance and Counseling. 1971, Vol. 6(2), pp.70-75.

This article discusses the results of the authors research on the effectiveness of trained peer helpers on the elementary level. Utilizing an Adlerian model, peer helpers were taught to encourage positive behaviors in other students. The authors concluded that the program was effective and that perhaps elementry school counselors are overlooking a potent force by not utilizing peer helpers.

Mastroiannni, M. and D. Dinkmeyer. "Developing An Interest In Others Through Peer Facilitation," Elementary School Guidance and Counseling. 1980, Vol. 14(3), pp.214-221.

The authors discuss the results of their study in which they selected and trained fifth grade students to be peer helpers. They concluded that a peer counseling program provides students the opportunity to gain confidence and abilities which help them to feel socially significant.

McCann, Barbara G. "Peer Counseling: An Approach To Psychological Education," Elementary School Guidance and Counseling. March, 1975, Vol. 9(3), pp.180-187.

This article describes a peer counselor training program which fosters the development of skills relating to emotional growth and positive interpersonal relationships.

Middleton, Helen, Jake Zollinger, and Richard Keene. "Popular Peers As Change Agents For The Socially Neglected Child In The Classroom," Journal of School Psychology. 1986, Vol. 24, pp.343-350.

The article describes a study which investigated the use of popular students in promoting the acceptance of socially neglected children. Popular students were selected and trained as peer facilitators receiving instruction in social skills. Each facilitator was assigned to work with a target child within their own classroom (experimental group). The results revealed significant increase in peer acceptance of the experimental group students whereas no significant change occurred in the control group.

APPENDIX

APPENDIX A

Teacher Interview

1. How long have you been teaching at this school?_____
   How long have you been in the teaching profession?_____

2. What grade do you teach?_____
   What grades have you taught in the past?_____

3. Describe your student population._____

   _____

   _____

4. Describe the changes you have noticed in the time you have been at this school._____

   _____

   _____

5. In your professional opinion, how would you explain the relationship between your students' abilities and their motivational level?_____

   _____

   _____

6. Do you think a peer counseling program would benefit the students to the degree that their personal and academic growth through positive relationships will enhance their self-esteem and improve their behavior?_____

   _____

   _____

APPENDIX B

ATTITUDE SURVEY

DIRECTIONS: Read each sentence. Using the Scantron sheet, bubble in A if you AGREE, B if you DISAGREE, or C if you are UNDECIDED.

1. I am more comfortable with myself than other people.
2. I am happy with myself most of the time.
3. I like going to school.
4. I am a good student.
5. I like to help other people.
6. I like to meet new people.
7. If I could, I would trade my family for a new one.
8. If I could, I would drop out of school.
9. I complete all my class assignments.
10. I follow school rules.
11. I have trouble making friends.
12. I don't want to read out loud in class.
13. I have difficulty getting along with teachers.
14. Most people like me.
15. I am one of the best people I know.

Teacher: 240
Class Id: /1[illegible] -
Produced on 10/20/88 at 10:10

BBBC INSTRUCTIONAL MANAGEMENT SYSTEM R-878.1
SURVEY ANALYSIS
0231 - ELEM

Survey of 88 Sheets With 15 Items

Page: 1
RIND5340
-SURVEY-

ITEM	A		B		C		D		E		Responses - Omitted -		Multiple -- Marks --	
1	39	47%	21	23%	5	5%	0	0%	0	0%	1	1%	2	2%
2	54	61%	24	29%	5	5%	0	0%	0	0%	1	1%	2	2%
3	68	77%	10	11%	9	10%	0	0%	0	0%	1	1%	5	5%
4	69	78%	4	4%	12	13%	0	0%	0	0%	1	1%	0	0%
5	76	86%	8	9%	0	0%	0	0%	0	0%	0	0%	4	4%
6	70	79%	9	10%	8	9%	0	0%	0	0%	5	5%	1	1%
7	14	15%	69	78%	2	2%	0	0%	0	0%	1	1%	2	2%
8	17	19%	64	72%	2	2%	0	0%	0	0%	3	3%	2	2%
9	63	71%	12	13%	10	11%	0	0%	0	0%	3	3%	5	5%
10	67	76%	8	9%	8	9%	0	0%	0	0%	4	4%	1	1%
11	22	25%	56	63%	4	4%	0	0%	0	0%	3	3%	3	3%
12	31	37%	29	32%	5	6%	0	0%	0	0%	1	1%	1	1%
13	19	21%	57	64%	9	10%	0	0%	0	0%	1	1%	2	2%
14	60	68%	12	13%	14	15%	0	0%	0	0%	2	2%	0	0%
15	59	67%	12	13%	14	15%	0	0%	0	0%	3	3%	5	5%

Teacher: 240
Class Id: 2nd -
Produced on 10/20/88 at 12:16

SSBC INSTRUCTIONAL MANAGEMENT SYSTEM R-878.1
SURVEY ANALYSIS
0231 - ELEM

Survey of 83 Sheets With 15 Items

Page: 1
RIM85360
-SURVEY-

ITEM	A		B		C		D		E		Responses Omitted		Multiple Marks	
1	47	56%	23	27%	12	14%	0	0%	0	0%	1	1%	0	0%
2	51	61%	19	22%	13	15%	0	0%	0	0%	0	0%	0	0%
3	67	80%	13	15%	3	3%	0	0%	0	0%	0	0%	0	0%
4	60	72%	4	4%	18	21%	0	0%	0	0%	1	1%	0	0%
5	75	90%	4	4%	3	3%	0	0%	0	0%	0	0%	1	1%
6	71	85%	6	7%	5	6%	0	0%	0	0%	1	1%	0	0%
7	2	2%	78	93%	3	3%	0	0%	0	0%	0	0%	0	0%
8	7	8%	71	85%	5	6%	0	0%	0	0%	0	0%	0	0%
9	58	69%	13	15%	9	10%	0	0%	0	0%	1	1%	2	2%
10	67	80%	3	3%	12	14%	0	0%	0	0%	0	0%	1	1%
11	36	43%	41	49%	5	6%	0	0%	0	0%	1	1%	0	0%
12	48	57%	23	27%	12	14%	0	0%	0	0%	0	0%	0	0%
13	17	20%	54	67%	8	9%	0	0%	0	0%	1	1%	1	1%
14	54	67%	1	6%	13	15%	0	0%	0	0%	0	0%	0	0%
15	55	66%	9	0%	18	21%	0	0%	0	0%	1	1%	0	0%

APPENDIX C

Survey Analysis - Grade Two

Teacher: 240
Class Id: 3rd -
Produced on 10/20/88 at 10:14

BBBC INSTRUCTIONAL MANAGEMENT SYSTEM R-878.1
SURVEY ANALYSIS
6231 - ELEM

Survey of
76 Sheets
With 15 Items

Page: 1
RIMS360
-SURVEY-

ITEM	A		B		C		D		E		Responses Omitted		Multiple Marks	
1	27	35%	27	35%	20	26%	0	0%	0	0%	1	1%	1	1%
2	51	67%	12	15%	12	15%	0	0%	0	0%	1	1%	0	0%
3	55	72%	12	15%	7	9%	0	0%	0	0%	0	0%	2	2%
4	48	63%	5	6%	21	27%	0	0%	0	0%	1	1%	1	1%
5	63	82%	5	6%	7	9%	0	0%	0	0%	1	1%	0	0%
6	58	76%	7	9%	10	13%	0	0%	0	0%	0	0%	1	1%
7	7	9%	59	77%	10	13%	0	0%	0	0%	0	0%	0	0%
8	11	14%	57	75%	8	10%	0	0%	0	0%	0	0%	0	0%
9	55	72%	8	10%	12	15%	0	0%	0	0%	1	1%	0	0%
10	61	80%	2	2%	12	15%	0	0%	0	0%	0	0%	1	1%
11	21	27%	40	52%	13	17%	0	0%	0	0%	2	2%	0	0%
12	28	36%	30	39%	16	21%	0	0%	0	0%	0	0%	2	2%
13	23	30%	39	51%	12	15%	0	0%	0	0%	0	0%	2	2%
14	46	60%	15	19%	13	17%	0	0%	0	0%	0	0%	2	2%
15	48	63%	9	11%	16	21%	0	0%	0	0%	0	0%	3	3%

APPENDIX C

Survey Analysis - Grade Three

Teacher: 240
Class Id: 4th -
Produced on 10/20/89 at 10:17

BBC INSTRUCTIONAL MANAGEMENT SYSTEM R-878.1
SURVEY ANALYSIS
0231 - - ELEM

Survey of 48 Sheets With 15 Items

Page: 1
RIMS3360
-SURVEY-

ITEM	A		B		C		D		E		Responses Omitted		Multiple Marks	
1	22	45%	16	33%	9	18%	1	2%	0	0%	0	0%	0	0%
2	36	75%	8	16%	3	6%	1	2%	0	0%	0	0%	0	0%
3	36	75%	6	12%	5	10%	0	0%	0	0%	0	0%	1	2%
4	27	56%	5	10%	16	33%	0	0%	0	0%	0	0%	0	0%
5	46	95%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
6	42	87%	1	2%	5	10%	0	0%	0	0%	0	0%	0	0%
7	4	8%	43	89%	1	2%	0	0%	0	0%	0	0%	0	0%
8	4	8%	42	87%	2	4%	0	0%	0	0%	0	0%	0	0%
9	24	50%	8	16%	16	33%	0	0%	0	0%	0	0%	0	0%
10	36	75%	2	4%	10	20%	0	0%	0	0%	0	0%	0	0%
11	14	29%	28	58%	6	12%	0	0%	0	0%	0	0%	0	0%
12	27	56%	19	39%	2	4%	0	0%	0	0%	0	0%	0	0%
13	9	18%	30	62%	9	18%	0	0%	0	0%	0	0%	0	0%
14	27	56%	6	12%	14	29%	0	0%	0	0%	0	0%	1	2%
15	23	47%	11	22%	14	29%	0	0%	0	0%	0	0%	0	0%

Teacher: 240
Class Id: 5th -
Produced on 10/20/88 at 10:19

SSSC INSTRUCTIONAL MANAGEMENT SYSTEM R-879.1
SURVEY ANALYSIS
0231 - ELEM

Survey of 85 Sheets With 15 Items

Page: 1
RIN05340
-SURVEY-

ITEM	A		B		C		D		E		Responses Omitted		Multiple Marks	
1	42	49%	32	37%	9	10%	1	1%	0	0%	0	0%	1	1%
2	61	71%	11	12%	10	11%	0	0%	0	0%	0	0%	3	3%
3	51	60%	13	15%	20	23%	0	0%	0	0%	0	0%	1	1%
4	46	54%	7	8%	32	37%	0	0%	0	0%	0	0%	0	0%
5	67	78%	6	7%	11	12%	0	0%	0	0%	0	0%	1	1%
6	66	77%	6	7%	11	12%	0	0%	0	0%	0	0%	2	2%
7	4	4%	77	90%	1	1%	0	0%	0	0%	1	1%	2	2%
8	12	14%	68	80%	4	4%	0	0%	0	0%	0	0%	1	1%
9	61	71%	9	10%	14	16%	0	0%	0	0%	0	0%	1	1%
10	52	61%	8	9%	24	28%	0	0%	0	0%	0	0%	1	1%
11	21	24%	54	63%	7	8%	0	0%	0	0%	1	1%	2	2%
12	27	31%	45	52%	10	11%	0	0%	0	0%	1	1%	2	2%
13	17	20%	54	65%	7	8%	0	0%	0	0%	1	1%	4	4%
14	51	60%	8	9%	25	29%	0	0%	0	0%	0	0%	1	1%
15	48	56%	14	16%	19	22%	1	1%	0	0%	1	1%	2	2%

APPENDIX C
Survey Analysis - Grade Five

APPENDIX D

TO: All Classroom Teachers (Grades 4 - 5)

FROM: Guidance

RE: Recommendations for Peer Counselor Training

Peer counseling is a highly recognized program which trains students to help other students with personal problems, school difficulties, friendship skills, and a host of other situations. Please list below, any students who you think would make good peer counselors and give a brief explanation as to why you chose the particular students (i.e., academic strengths, good behavioral example, empathic, leadership qualities, good problem solver).

TEACHER_____ GRADE_____

STUDENTS	OUTSTANDING CHARACTERISTICS

Dear _____:

Congratulations! You have been selected by your teacher to participate in an exciting new program - Peer Counseling. You were chosen because of your leadership potential, trustworthiness, and overall capabilities.

As a participant in the Peer Counseling Program, you will receive training in listening skills, responding, problem solving techniques, and other skills areas so that you can then help other students in need of assistance. Training will take place on Friday afternoons from approximately 12:45pm to 2:00pm in Room 5.

Welcome aboard and good luck.

Sincerely,

_____
Debra Lieberman, MS
Guidance Counselor

APPENDIX F

Date _____

To the Parents of _____:

Your child, _____, has been selected to be a Peer Helper because he/she has been a good student. With your permission, we would like for _____ to have the opportunity to help other students in lower grades. This will be of benefit to other students who need help and it will also benefit your child in regards to handling responsibility and experiencing the great feeling of helping others.

Please sign below and return if you grant permission for your child to participate in this program.

Sincerely,

Debra Lieberman, MS
Guidance Counselor

_____ has my permission to be a Peer Helper.

_____ Signature

_____ Date

_____ Teacher

_____ Grade

Equal Opportunity Employer, Using Affirmative Action Guidelines

APPENDIX G

ELEMENTARY
PEER FACILITATOR PROGRAM

_____has been selected to participate in the student facilitator program. Training sessions to become a Friendly Helper will begin shortly and upon completion of training, helping projects around the school will take place. It is understood that Friendly Helpers:

1. Attend school regularly.
2. Complete class assignments.
3. Serve as model students.
4. Assist other students.
5. Follow school rules.

I, _____ hereby agree to conduct myself as a Friendly Helper and to take an active part in the student facilitator program.

_____
Student Signature

_____
Recommending Teacher

_____ _____
Peer Facilitator Coordinator Date

APPENDIX H

Peer Counselor Handbook

WHAT IS PEER COUNSELING?

Peer Counseling is a program which trains students to help other students with personal problems.

The primary objective of the program is to promote personal growth and development through a helping relationship.

WHAT DO PEER COUNSELORS DO?

Peer Counselors are responsible for the following:

I. Meeting and Greeting

- A. Orientation activities at the beginning of the school year and for special school events
- B. Integrating new students into our school environment

II. Big Brother/Big Sister

- A. Individual attention for those students who nee a more focused and involved relationship
- B. One to one helpers with kindergarten students who need a special friend

III. Tutor

Help students who are in need of academic assistanc

IV. Listener

- A. Remain objective and act as a sounding board for problems
- B. Establish a rapport and empathy with the student

APPENDIX I

ATTITUDE TOWARDS OTHERS SURVEY

DIRECTIONS: Read each sentence. Circle A if you AGREE, D if you DISAGREE or U if you are UNDECIDED.

A D U 1. I am more comfortable by myself than with others.

A D U 2. I don't like to be around young children.

A D U 3. I am uncomfortable talking with people about their problems.

A D U 4. It's okay for other students to believe differently than me.

A D U 5. I am uncomfortable talking with a student who is a different race than me.

A D U 6. I would rather not be around students who may need help.

A D U 7. I believe that some people are born bad.

A D U 8. All people have problems of some kind.

A D U 9. I don't like students who have difficulty with school.

A D U 10. I become nervous when I am around people I don't know.

A D U 11. There are more people that I don't like than there are people that I do like.

A D U 12. I like the students in my school.

A D U 13. People who talk about their problems make me uneasy.

A D U 14. I like to meet new people.

A D U 15. I don't really care about what others think and feel about things.

A D U 16. I am uncomfortable talking with girls.

A D U 17. I am uncomfortable talking with boys.

A D U 18. I could be friends with someone who could not see or hear.

Adapted from Myrick and Bowman (1981)

Parent (or Guardian)
Teacher
Counselor
Principal
Nurse
Police Officer
Grandparent
Neighbor
Sibling (sister/brother)
Friendly Student
Stranger
Other

Word Search

D I S L I K E D
A E J U K D A I
S N R W R M B A
T Z G O Y E L R
O X C R N Q E F
H A P P Y G V A
B F R A N T I C

1. disliked
2. sad
3. hot
4. mad
5. sure
6. able
7. happy
8. frantic
9. angry
10. ignored
11. afraid

Look at the _____ who is _____.

(1)

Pay _____ to the person's _____.

(2)

Be _____ of the person's _____.

(3)

Say something that shows you are _____.

(4)

APPENDIX M

LISTENING

Has there ever been a time in your life when a friend, teacher or parent didn't listen very well to you? How did it make you feel? Did you have pleasant or unpleasant feelings? Write those feeling words here:

_____

_____

_____

_____

What can you say the next time someone doesn't listen very well to you?

_____

_____

_____

Think of a time when someone was a careful listener to you. How did that person pay attention to you? What kind of feelings did you have then? Write those feeling words here:_____

_____

_____

_____

Listening is not an easy job. To really listen you have to concentrate so that you can tell what you have heard. You can practice being a careful listener.

(1) Look at the person who is talkig.

(2) Pay attention to the person's words.

(3) Be aware of the person's feelings.

(4) Say something that shows you are listening.

3 Helpful Responses

1. Ask open questions.
2. Clarify and summarize the ideas.
3. Focus on the person's feelings.

1.
2.
3.
4.
5.
6.

Assignment:

1. Search a magazine for feeling words. Cut them out.

2. Search for pictures of faces with all different expressions. Cut out.

3. Make a collage of the pictures and words on paper provided!

examples of feeling words:

happy	eager	alone
sad	warm	angry
joyful	tired	cozy
amused	terrified	delighted
calm	like	fascinated
loved	free	worried
ashamed	disappointed	touched
bored	confident	trusted
excited	fabulous	enjoyment
sure	pleased	nervous
super	miserable	mad . . .

there are many more!

Problem - Solving

60

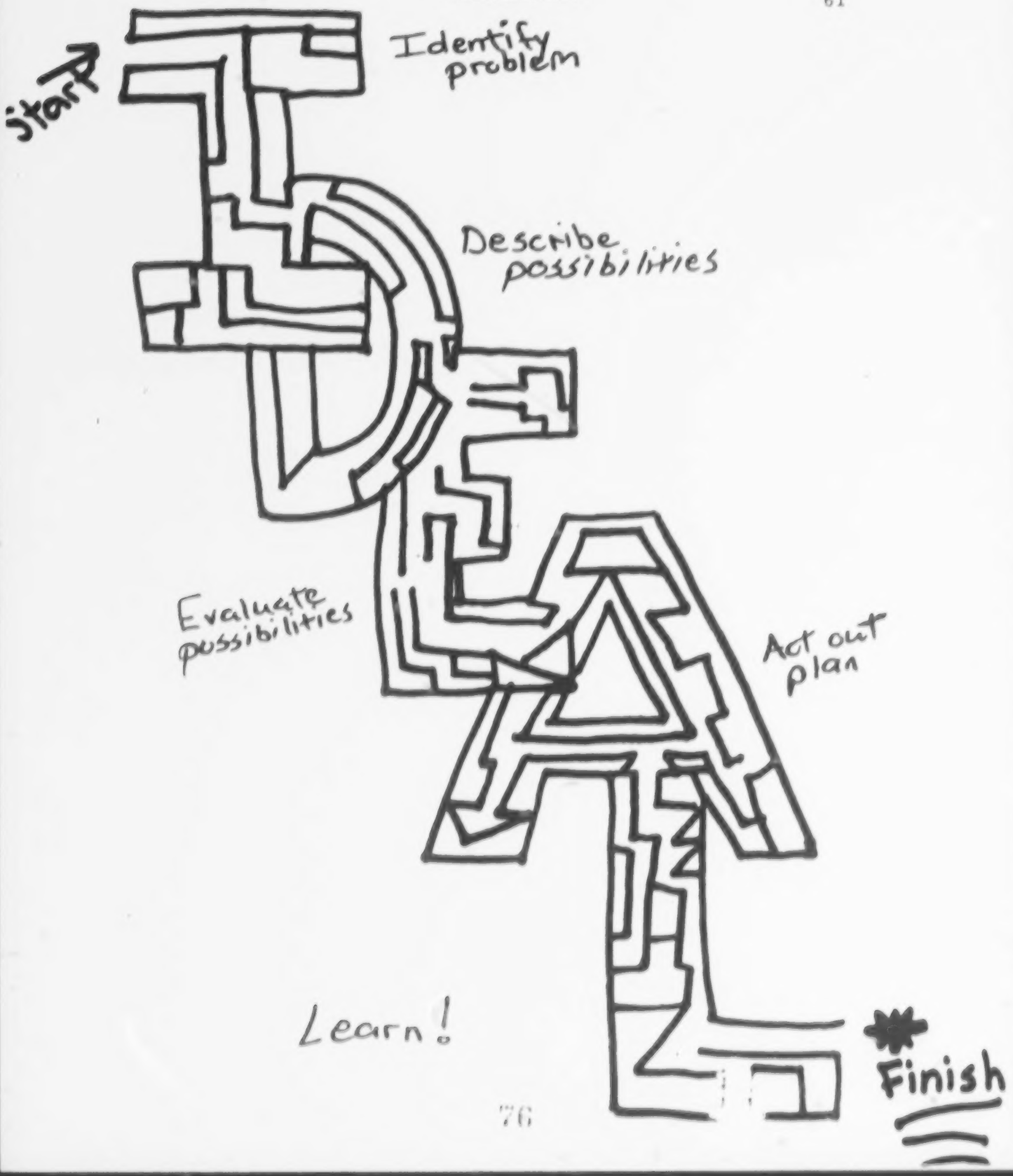
I - Identify problem

D - Describe possibilities

E - Evaluate possibilities

A - Act out plan

L - Learn!


Start
Identify problem
Describe possibilities
Evaluate possibilities
Act out plan
Learn!
Finish

APPENDIX R

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

The Nation's Largest Fully Accredited School System

62

Donald J. Samuels
Chairperson
Eileen S. Schwartz
Vice Chairperson
Jan R. Cummings
Robert D. Parks
Tom J. Sistkin
Neil Sterling
Diana Wasserman
Virgil L. Morgan
Superintendent

March 10, 1989

To The Parents Of _____:

Part of the Peer Counseling Program is the after school tutoring program which will be starting on Tuesday, March 14, 1989. Your child, a Peer Counselor, has signed up to be a peer tutor on _____ each week.

Please note that on _____ each week, your child will be at school until approximately 2:30pm helping other students. If there is a conflict, please let me know.

Sincerely,

Debra Lieberman

Debra Lieberman, MS
Guidance Counselor
Peer Coordinator

Equal Opportunity Employer, Using Affirmative Action Guidelines

Identifying the Problem

Step 1: "What is the problem?"

In this first step, the person talks about a situation. As you have learned, listen carefully and use open questions. Clarify ideas and make feeling-focused responses. Don't rush. Let the person tell you about the situation. When you think you understand what the problem is, try summarizing it in a few words.

The Case of Kevin: Kevin liked baseball. He was a good fielder and loved to bat. His parents worried about his grades. He had not done well in spelling or math. They told him that he had to do better on his next report card, or he would not be able to play baseball.

Kevin studied very hard for two weeks. But, there was little improvement on his test scores. He thought about giving up, but he wanted very much to play baseball. One day he tore up a test and threw it in the wastebasket on his way out of the classroom. He was angry.

Taken from Becoming a Friendly Helper
Myrick and Bowman (1981)

Let's pretend that Kevin wanted your help with his problem. After you both find a place to be alone, he begins to tell you about it.

Kevin: Nothing I do turns out right. I tried and tried, but it didn't do any good.

Your response: (Write a response.)

_____

_____

_____

Kevin: I really want to play baseball, but I can't get those dumb spelling and math tests.

Your response:

_____

_____

_____

Kevin: See, my parents told me that if I don't do better in spelling and math, I can't play baseball this summer.

Your response:

_____

_____

_____

Kevin: Yeah, and I'd rather play baseball than do that dumb old math stuff, anyway.

Your response:

_____

_____

_____

Kevin: I tried real hard this time. I studied and studied, but I still didn't do better on today's tests. I don't know what to do.

Your response:

_____

_____

_____

Did you use facilitative responses? Did you focus on Kevin's feelings, clarify or summarize his ideas and ask open questions? What, then, is Kevin's problem? Complete the following response.

"Kevin, it seems that your problem is _____

_____."

Describe the possibilities & what you can do.

Step 2: "What have you tried?"

After you help clarify the problem, you can ask a person this question: *"What have you tried?"* This second question will help you both think about what's been done to this point. Then, together you can explore what has been working and what has not. Remember, the person will also be sharing some important feelings during this step too. Be sure to respond to some of them.

Let's continue to help Kevin by writing some more helpful responses. You begin this step by asking him: "What have you tried so far, Kevin?"

Kevin: Well, I studied every night after dinner this week. I paid real close attention in class and I did all the homework.

Your response: What else have you done, Kevin?

Kevin: I also tried not to watch TV until I got my homework done. Sometimes that worked and sometimes it didn't.

Your response: _____

_____

People may tell you many things that they have done. It is still helpful to ask, *"What else have you tried?"* You want them to think about all the ways that they have tried to work out their problem. Sometimes they think of better ideas just from talking about what they have done already. Then, go on to the next step.

Evaluate the possibilities

Step 3: "What else could you do and what would happen?"

You and Kevin have discussed his problem and what he has done. Now, it is time to "brainstorm" some other possible ideas. You can encourage Kevin to talk more by asking: *"What else could you do?"* This will lead him to think of still other ideas and solutions.

As he talks about each idea, ask: *"What would happen?"* He will then think about the results his actions might have. Every action has some kind of result. Thinking about what he might do and the results of his actions can help Kevin select the best course to follow.

Now, try these with Kevin:

Your response: What else could you do?

Kevin: Well, maybe I could talk to Mr. Kelsey (his teacher) about it.

Your response: What would happen if you do that?

Kevin: He might give me some ideas.

Your response: What else could you do?

Kevin: Well, . . . I could ask my friend, Pete, to help.

Your response: What would happen if you ask Pete?

Kevin: He would probably tell me to do things which would get me into trouble.

Your response: He would have some ideas, but they lead to trouble. Okay, what else could you do?

Kevin: I don't know.

Your response: You can't think of anything else?

Kevin: Hum . . . No, I can't think of anything.

If you have any ideas that might work, wait until Kevin has finished telling you all his ideas. Then, offer your suggestions. Do you have any for Kevin? If you have, write them here:

Your response: Well, Kevin, you might _____

_____.

Step 4: "What's your next Step?" – Action

Now it is time for Kevin to decide what he is going to do. There might be several ideas from which he could choose. Ask Kevin: *"What is your next step?* He can think about it and choose between some of the ideas that have been discussed. Begin again:

Your response: Kevin, what is your next step?

Kevin: I don't know. Maybe I'll go talk to Mr. Kelsey. Maybe he can give me some help. Besides, then maybe he'll think of something if he knows what's happening to me.

Your response: _____

_____

Kevin: It's kind of scary though.

Your response: _____

_____

Kevin: Maybe if I can get Jerry to go with me, it would be easier.

Your response: _____

_____

Kevin: Yep, that's what I'm going to have to do.

Your response: *When* are you going to do it?

Kevin: Oh. . . . I guess at noon tomorrow. He usually eats alone in his room and then nobody would be around to bother us.

APPENDIX S - Kevin Continued

Learn - what did you learn?

Step 5: "How did it go?"

The last important part of the problem-solving model is to follow-up. Let the person talk about how things turned out. *How did it go?* This final step will show that you really care about the person.

Kevin might enjoy talking with you again about the meeting with his teacher. No matter what happens, he may want to think about the situation some more. He may need some more help to think about the results and about another plan.

Some problem-solving can take place in one or two brief meetings. Other problems take more time. Some times several meetings are needed before things are settled.

Student facilitators help people move toward their goals. They help them take the next steps that are needed to solve a problem. If a person still has a problem, after going through the five steps try again. If you are unsure of what you should do next, talk with the school counselor. You can also suggest that your friend talk with someone who has more experience. You might be of more help at a later time.

Summary

There are a lot of ways to solve a problem. Some are better than others. The best problem-solvers usually have a plan which they can use. It makes things go easier.

This chapter described five steps and questions that you can use when helping others. When you are helping people with their problems, use these steps:

Step 1: What is the problem?

Step 2: What have you tried?

Step 3: What else could you do and what would happen?

Step 4: What is your next step?

Step 5: How did it go?

APPENDIX S
Kevin Continued

APPENDIX T

Compliments:

67

Feedback Model

1. Be specific about what you see and hear.
2. Tell what you are feeling.
3. Tell what your feelings make you want to do.

APPENDIX V

1. A girl in my class had a party and I was the only girl who wasn't invited. What should I do about this?

2. Sally is my best friend and she always asks to borrow money. She never pays me back. Should I continue as is or tell her I won't lend her anymore money?

3. Lately all my friends have been telling me to avoid a certain person in my class. I like this person but I don't want to get my friends angry at me. What should I do? How should I act to this person?

4. My friends have been playing tricks on our teacher. They want me to do bad stuff too, but I don't know...They are my friends so maybe I should...what should I do?

5. My best friend told me that she pretends to be sick so she can stay home from school. She wants me to stay home with her one day. Boy, that sounds like fun. Should I stay home?

Peer Counselors Care

APPENDIX W
Facsimile of Poster

Monday	Tuesday	Wednesday	Thursday	Friday
Jenny Tony Chelly	Ebony Courtney Gina	David Shaleshika	Sophia Daniel Janos	Tiffany Lashundra Jeff

Counseling Sign-Up

Please write your name and your teacher's name.

	Name	Teacher
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Please turn to the next page →

Tutoring Sign-Up

72

Date	Name

Please turn to the next page →

APPENDIX Z

Tutor Sign-In Log

73

Date Name

APPENDIX AA

FACILITATOR SKILLS AND CONCEPT TEST

DIRECTIONS: For each of the following questions, circle the best answer.

1. Which of the following is not one of the four helping characteristics?

   A. Caring B. Understanding C. Accepting
   D. Protecting E. Being Trustworthy

2. Which of the following tells about what careful listeners should do?

   A. Look at the person who is talking.
   B. Pay attention to the person's words.
   C. Be aware of the person's feelings.
   D. Say something that shows listening.
   E. All of the above.

3. Lisa said, "I haven't any friends since I've come to this school." What is the best word to describe her feelings?

   A. Excited B. Angry C. Lonely
   D. Comfortable E. Annoyed

4. John says, "My teacher always yells at me, but a lot of other kids talk without permission and she doesn't say a word to them." Which word best describes his feelings?

   A. Picked-on B. Happy C. Scared
   D. Proud E. Lonely

5. Vince says, "Since that big dog chased me, I won't walk home again. I could get hurt." Which word best describes his feelings?

   A. Strong B. Mad C. Pleased
   D. Scared E. Confused

6. Ann says, "I don't mind all this rain, I get to stay indoors and work with my Dad!" Which word best describes her feelings?

   A. Confused B. Excited C. Bored
   D. Relaxed E. Discouraged

7. Which of the following best describes people who have problems?

   A. Criminals B. Presidents C. Principals
   D. Students who fight E. Everyone

APPENDIX AA

75

8. Friendly helpers who understand others

   A. are able to focus on the feelings.
   B. were there to see what happened.
   C. had the same thing happen to them.
   D. saw a television program about it.
   E. read a book about people's problems.

9. A careful listener will look

   A. directly at the person who is talking.
   B. away from the person who is talking.
   C. at the person, if the talk is interesting.
   D. at the person's hands most of the time.
   E. at the person's feet most of the time.

10. When a person is talking, you should

   A. pay attention to the person's words.
   B. think about what you would have done.
   C. think if you have ever had a similar experience.
   D. decide what the best advice might be.
   E. not let them talk too long.

11. Feelings are best described as

   A. good and bad.
   B. pleasant and unpleasant.
   C. right and wrong.
   D. yours and mine.
   E. his and hers.

12. Which of the following is the least facilitative response?

   A. Feeling-focused statement
   B. Clarifying and summarizing
   C. Open question
   D. A "thank you for sharing" response
   E. Advice
   F. Telling someone what to do

13. Which of the following is an open question?
    A. Did you say that?
    B. Are you going there?
    C. What could you say?
    D. Can you tell us?
    E. Do you want to go?

14. Which of the following is a feeling-focused response?
    A. You are a nice person.
    B. You are discouraged with the results.
    C. Which way are you going now?
    D. If I'm following you, it was an easy test.
    E. You need to talk with the counselor.

15. Feedback is
    A. telling other persons your opinion of them.
    B. criticizing other person's actions.
    C. calling them a name.
    D. telling them they are right or wrong.
    E. telling them the feelings you get when they do something.

16. A facilitator is
    A. someone who helps people think about ideas and feelings.
    B. a number in a math problem.
    C. a baseball player.
    D. a polive officer.
    E. someone who has a lot of answers to problems.

Instructions for numbers 17 - 21: List the five steps of the IDEAL problem-solving model.

17. _____

18. _____

19. _____

20. _____

21. _____

FOR FIVE BONUS POINTS: Describe each of the steps in numbers 17-21.

TEACHER: 240
CLASS ID: Grade1
PRODUCED ON 05/03/89 AT 12:04

SBBC INSTRUCTIONAL MANAGEMENT SYSTEM R-889.1
SURVEY ANALYSIS
0231 - COLBERT ELEM

SURVEY OF
117 SHEETS
WITH 15 ITEMS

PAGE: 1
RIPDS360
-SURVEY-

ITEM	A		B		C		D		E		Responses Omitted		Multiple Marks	
1	15	12%	84	71%	17	14%	0	0%	0	0%	1	0%	0	0%
2	115	98%	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%
3	116	99%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
4	116	99%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
5	116	99%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
6	116	99%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
7	3	2%	112	95%	1	0%	0	0%	0	0%	1	0%	0	0%
8	2	1%	113	96%	1	0%	0	0%	0	0%	1	0%	0	0%
9	115	98%	0	0%	1	0%	0	0%	0	0%	1	0%	0	0%
10	115	98%	0	0%	1	0%	0	0%	0	0%	1	0%	0	0%
11	9	7%	105	89%	2	1%	0	0%	0	0%	1	0%	0	0%
12	2	1%	110	94%	4	3%	0	0%	0	0%	1	0%	0	0%
13	6	5%	108	92%	2	1%	0	0%	0	0%	1	0%	0	0%
14	114	97%	2	1%	0	0%	0	0%	0	0%	1	0%	0	0%
15	110	94%	6	5%	0	0%	0	0%	0	0%	1	0%	0	0%

APPENDIX BB

Post Survey Analysis

77

97

98

TEACHER: 240
CLASS ID: Grade 3 -
PRODUCED ON 05/01/89 AT 11:09

SRBC INSTRUCTIONAL MANAGEMENT SYSTEM R-889.1
SURVEY ANALYSIS
0231 - COLBERT ELEM

SURVEY OF
79 SHEETS
WITH 15 ITEMS

PAGE: 1
RIPD5360
-SURVEY-

ITEM	A		B		C		D		E		Responses Omitted		Multiple Marks	
1	35	44%	30	37%	13	16%	0	0%	0	0%	1	1%	0	0%
2	50	63%	16	20%	10	12%	1	1%	0	0%	1	1%	1	1%
3	52	65%	15	18%	11	13%	0	0%	0	0%	1	1%	0	0%
4	47	59%	8	10%	22	27%	0	0%	0	0%	1	1%	1	1%
5	61	77%	10	12%	7	8%	0	0%	0	0%	1	1%	0	0%
6	66	83%	9	11%	3	3%	0	0%	0	0%	0	0%	1	1%
7	6	7%	58	73%	13	16%	0	0%	0	0%	0	0%	2	2%
8	14	17%	53	67%	10	12%	0	0%	0	0%	0	0%	2	2%
9	49	62%	16	20%	14	17%	0	0%	0	0%	0	0%	0	0%
10	40	50%	20	25%	18	22%	0	0%	0	0%	0	0%	1	1%
11	21	26%	39	49%	15	18%	0	0%	0	0%	0	0%	4	5%
12	35	44%	29	36%	12	15%	2	2%	0	0%	0	0%	1	1%
13	35	44%	37	46%	6	7%	0	0%	0	0%	0	0%	1	1%
14	54	67%	4	5%	19	24%	0	0%	0	0%	0	0%	3	3%
15	55	69%	10	12%	10	12%	1	1%	0	0%	1	1%	2	2%

TEACHER: 240
CLASS ID: Grade 3
PRODUCED ON 05/01/89 AT 13:14

SRRL INSTRUCTIONAL MANAGEMENT SYSTEM R-889.1
SURVEY ANALYSIS
0231 - CUMBERT ELEM

SURVEY OF
84 SHEETS
WITH 15 ITEMS

PAGE: 1
RIPD5360
-SURVEY-

ITEM	A		B		C		D		E		Responses Omitted		Multiple Marks	
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3	51	60%	18	21%	15	17%	0	0%	0	0%	0	0%	0	0%
4	34	40%	5	5%	22	26%	0	0%	0	0%	1	1%	2	2%
5	65	77%	9	10%	10	11%	0	0%	0	0%	0	0%	0	0%
6	68	80%	7	8%	9	10%	0	0%	0	0%	0	0%	0	0%
7	6	7%	75	89%	3	3%	0	0%	0	0%	0	0%	0	0%
8	4	4%	72	85%	8	9%	0	0%	0	0%	0	0%	0	0%
9	50	59%	13	15%	15	17%	0	0%	0	0%	5	5%	1	1%
10	60	71%	7	8%	16	19%	0	0%	0	0%	1	1%	0	0%
11	15	17%	65	75%	6	7%	0	0%	0	0%	1	1%	0	0%
12	34	40%	42	50%	5	6%	0	0%	0	0%	2	2%	1	1%
13	22	26%	51	60%	11	13%	0	0%	0	0%	0	0%	0	0%
14	70	83%	5	6%	7	8%	0	0%	0	0%	1	1%	1	1%
15	60	71%	11	13%	11	13%	0	0%	0	0%	2	2%	0	0%

APPENDIX BB
Post Survey Analysis

TEACHER: 240
CLASS ID: Grade 4

SREC INSTRUCTIONAL MANAGEMENT SYSTEM R-889.1
SURVEY ANALYSIS
0231 - COLBERT ELEM

SURVEY OF
67 SHEETS
WITH 15 ITEMS

PAGE: 1
RIPD5360
-SURVEY-

PRODUCED ON 05/01/89 AT 13:11

ITEM	A		B		C		D		E		Responses Omitted		Multiple Marks	
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2	55	82%	8	11%	4	5%	0	0%	0	0%	0	0%	0	0%
3	52	77%	9	13%	5	7%	0	0%	0	0%	0	0%	1	1%
4	49	73%	5	7%	13	19%	0	0%	0	0%	0	0%	0	0%
5	63	94%	1	1%	3	4%	0	0%	0	0%	0	0%	0	0%
6	59	88%	2	2%	5	7%	0	0%	0	0%	0	0%	1	1%
7	2	3%	59	88%	6	8%	0	0%	0	0%	0	0%	0	0%
8	1	1%	65	97%	1	1%	0	0%	0	0%	0	0%	0	0%
9	50	74%	8	11%	9	13%	0	0%	0	0%	0	0%	0	0%
10	57	85%	5	7%	5	7%	0	0%	0	0%	0	0%	0	0%
11	11	16%	51	76%	4	5%	0	0%	0	0%	0	0%	1	1%
12	18	26%	41	61%	8	11%	0	0%	0	0%	0	0%	0	0%
13	15	22%	50	74%	2	2%	0	0%	0	0%	0	0%	0	0%
14	48	71%	9	13%	10	14%	0	0%	0	0%	0	0%	0	0%
15	48	71%	13	19%	6	8%	0	0%	0	0%	0	0%	0	0%

APPENDIX BB

Post Survey Analysis

80

TEACHER: 240
CLASS ID: Grade 5 -
PRODUCED ON 05/01/89 AT 1:07

SSBC INSTRUCTIONAL MANAGEMENT SYSTEM R-889.1
SURVEY ANALYSIS
0231 - COLBERT ELEM

SURVEY OF
86 SHEETS
WITH 15 ITEMS

PAGE: 1
RIPD5360
-SURVEY-

ITEM	A		B		C		D		E		Responses Omitted		Multiple Marks	
1	26	30%	37	43%	21	24%	0	0%	0	0%	0	0%	2	2%
2	74	86%	4	4%	7	8%	0	0%	0	0%	0	0%	1	1%
3	72	84%	6	6%	8	9%	0	0%	0	0%	0	0%	0	0%
4	61	70%	6	6%	19	22%	0	0%	0	0%	0	0%	0	0%
5	71	82%	5	5%	10	11%	0	0%	0	0%	0	0%	0	0%
6	71	83%	4	4%	10	11%	0	0%	0	0%	0	0%	1	1%
7	4	4%	79	91%	3	3%	0	0%	0	0%	0	0%	0	0%
8	4	4%	78	88%	1	1%	1	1%	0	0%	2	2%	2	2%
9	65	75%	6	6%	12	13%	0	0%	0	0%	1	1%	2	2%
10	75	87%	3	3%	8	9%	0	0%	0	0%	0	0%	0	0%
11	25	29%	50	58%	10	11%	0	0%	0	0%	0	0%	1	1%
12	34	39%	45	52%	6	6%	0	0%	0	0%	1	1%	0	0%
13	19	22%	56	65%	9	10%	0	0%	0	0%	0	0%	2	2%
14	60	69%	3	3%	22	25%	0	0%	0	0%	0	0%	1	1%
15	50	58%	20	23%	14	16%	0	0%	0	0%	2	2%	0	0%

END

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Date Filmed

March 21,1991